

New York School Journal.

"EDUCATION IS THE ONE LIVING FOUNTAIN WHICH MUST WATER EVERY PART OF THE SOCIAL SYSTEM."—EDW. EVERETT.

VOLUME XVIII NUMBER 54.4
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NEW YORK, JANUARY 22, 1881.

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APPLETONS' READERS NOT A FAILURE IN MISSOURI. Syndicate Tricks Exposed!

FALSEHOOD.

"APPLETONS' READERS have been tried, found wanting, and discarded as a failure from the Public Schools of Smithton,"
VAN ANTWERP, BRAGG & Co.'s Advertisement.

FACT.

This is to certify that Appletons' Readers were adopted in this school soon after the County adoption at Sedalia, January 6th, 1880, and have been in continuous use from that time to the present, and are not likely to be changed for the five years term of adoption, because we regard them as first-class Readers, giving general satisfaction.

(Signed.)

W. H. PAGE, Pres. School Board,
HERMAN DEMAN,
I. H. GODBEY,
W. A. SMITH, Clerk.

Smithton, December 10, 1880.

MISREPRESENTATION.

"MCGUFFEY'S REVISED READERS adopted at Windsor, Mo.,
(Signed.) VAN ANTWERP, BRAGG & Co."

THE TRUTH.

McGuffey's Revised Readers are not in use in the Public Schools of Windsor,
Respectfully,

Windsor, December 18, 1880.

B. F. MILTON.

Appletons' Readers are, and have been for months, in exclusive use in Windsor Public Schools.

IMAGINARY.

"APPLETONS' READERS have been tried, found wanting, and discarded as a failure from the Public Schools of Kirksville.
(Signed.) VAN ANTWERP, BRAGG & Co."

REAL.

Appletons' "Fifth Reader" is used in Kirksville High School.

(Signed.)

G. A. SMITH,
Supt. Schools, Kirksville.

November 20, 1880.

See Prof. Smith's Certificate next column.

A BREACH OF VERACITY.

"MCGUFFEY'S REVISED READERS adopted for the Public Schools of Georgetown.
(Signed.) VAN ANTWERP, BRAGG & Co."

VERACITY.

We have seen a circular signed by Van Antwerp, Bragg & Co., stating that McGuffey's Revised Readers have been adopted for use in the Georgetown Schools. We wish it distinctly understood that the statement is false. Appletons' Readers have been in use in our schools since last February. They give entire satisfaction, and we expect to keep them for the next five years.

Respectfully,

W. R. FORD, Clerk, Public School.

ALEX. DOW, Pres. School Board.

POETIC LICENSE.

"APPLETONS' READERS have been tried, found wanting, and discarded as a failure from the Public Schools at Warsaw.
(Signed.) VAN ANTWERP, BRAGG & Co."

NAKED TRUTH.

This is to certify that the Agent for McGuffey's Revised Readers came to this town lately, ostensibly to lecture on the subject of Education: that he, unauthorized by the Board, changed Appletons' New Readers, the adopted books for Benton Co., giving McGuffey's Revised Readers AT EVEN EXCHANGE.

After the Board became cognizant of this unlawful transaction, an order was immediately made for the restoration of APPLETONS' READERS, which are now exclusively used in Warsaw.

(Signed.)

S. K. CRAWFORD, President,
Jos. SPENCER, Secretary, CHARLES SCHMIDT,
Warsaw, Mo., December 4, 1880. Board of Education, Warsaw, Mo.

STRETCH OF IMAGINATION.

"Appletons' Readers have been tried, found wanting, and discarded as a failure from the public schools of Marshall." VAN ANTWERP, BRAGG & Co.'s Advertisement.

STERN REALITY.

In response to the question: "What series of Readers are used in the public schools of Marshall?" the question was answered:

"We use Appletons' Series of Readers in our schools."

Marshall, Nov. 24, 1880.

[Signed.]

J. P. STROTHER, Director

"TRUTH CRUSHED TO EARTH SHALL RISE AGAIN."

McGUFFEY'S REVISED READERS adopted for Leading Cities and Towns in Missouri, including Lancaster, St. Charles, Kirksville, Lamar, etc.

(Signed.) VAN ANTWERP, BRAGG & Co.

"IN THE MOUTHS OF THREE WITNESSES ALL THINGS SHALL BE ESTABLISHED."

Appletons' Readers never were used in the Public Schools of St. Charles.

L. S. HOLDEN.

Appletons' "Fifth Reader" is used in Kirksville High School.

(Signed.)

G. A. SMITH,

Superintendent Schools, Kirksville.

LATER.

"Some of the Third, a little more of the Fourth, and a great part of the Fifth, of McGuffey's Revised Reader is a rehash of McGuffey's New Series. We have ceased using the Fifth because it lacked interest.

[Signed.]

G. A. SMITH, Supt. Schools, Kirksville.

Excepting one room, Appletons' Readers were never used at Hannibal, and that, the Fifth Book of the Series, while McGuffey's Revised Readers are not to-day nor have they ever been used in the Public Schools of Hannibal, excepting in one room.

McGuffey's Revised Readers are used in the Public Schools of Lamar. I think we might get a much better Series.

(Signed.)

W. E. TIPTON, Principal Public School.

A LIE WELL-STUCK TO IS AS GOOD AS THE TRUTH.

"APPLETONS' READERS have been tried, found wanting, and discarded as a failure from the Public Schools of Cole Camp, Mo.

(Signed.) VAN ANTWERP, BRAGG & Co.

THE TRUTH, THE WHOLE TRUTH, AND NOTHING BUT THE TRUTH.

"The statement that Appletons' Readers have been tried and found wanting, or displaced by the School Board of Cole Camp, was made without authority of the Board of Directors, for the Appelton Readers have been continuously in use since their adoption, and are giving entire satisfaction to parents and teachers." [Signed] L. GROTH, Pres't of Board.

Cole Camp, December 23, 1880.

JOHN AHRENS, Secretary.

FAILURES STILL CONTINUED.

"APPLETONS' READERS have been tried, found wanting, and discarded as a failure from the Public Schools of Lancaster, Mo. McGuffey's Revised Readers adopted.

(Signed.) VAN ANTWERP, BRAGG & Co.

DISCARDED TWO WEEKS AFTER ADOPTION.

McGuffey's Revised Readers were adopted at Lancaster, Mo., in September, 1880, and Appletons' re-adopted two weeks thereafter, and are now used in the schools of that city.

VISIONARY, FLEETING.

"MCGUFFEY'S REVISED READERS adopted for leading Cities and Towns in Missouri, including Calhoun. (Signed.) VAN ANTWERP, BRAGG & Co."

STABLE, RELIABLE.

Appletons' Readers have this day been re-introduced into the Public School of Calhoun.

(Signed.)

December 21, 1880.

M. McCANN, Principal Public School.

DECEPTION.

"Appletons' Readers have been tried, found wanting and discarded as a failure from the Public Schools of Kimswick, Mo.

[Signed.] VAN ANTWERP, BRAGG & Co.

ILLUMINATION.

We use Appletons' New Readers in the Public Schools of Kimswick.

[Signed.]

F. M. GILLILAND,

Principal Kimswick Public School.

Springfield, Chillicothe, Cape Girardeau, Washington, Union, Richmond, Memphis, Macon City, as well as nearly all other large towns, of counties in Missouri adopting McGuffey's Readers, refuse to use them although they were offered as a gift, and Appletons' remain in use.

More than 300 large towns, villages and cities in Missouri, including Kansas City, Independence, Mt. Vernon, California, Ste. Genevieve, Sadalia, Warrensburg, Carthage, Kirkwood, DeSoto, Joplin, Palmyra, Carrollton, New Madrid, Clayton, Farmington, N. Springfield, Moberly, use Appletons' Readers.

NEW YORK, BOSTON,
CHICAGO AND SAN FRANCISCO.

D. APPLETON & CO.,

McGuffey's Revised Readers

AND SPELLER.

McGUFFEY'S REVISED READERS are the most attractive series published. They cover a wider range of the best English Literature than any other series. They contain selections from more than 200 standard authors. They are better and more profusely illustrated than any other series. They are embellished with 250 new engravings by 60 of the best American artists. They are adapted to modern methods, and most carefully graded. The Typography, Printing and Binding are in the highest style of the book-making art.

From Prof. David Swing, Chicago.
 "I can not but wish the teachers had made us bound the State less, and solve fewer puzzles in 'position' and the 'cube-root,' and have made us commit to memory all the whole series of the McGuffey Eclectic Readers.

"The memory that does come up from those far away pages is full of the best wisdom of time or of the timeless land. There we all first learned the awful weakness of the duel that took away a Hamilton; there we saw the grandeur of the 'Blind Preacher' of William Wirt; there we saw the emptiness of the ambition of Alexander, and there we heard even the infidel say, 'Socrates died like a philosopher, but Jesus Christ like a God.'

Prof. Swing wrote to the publishers concerning the above tribute to McGuffey's Readers:

"I am willing that any words of mine upon education shall be used anywhere, for the education of the children is the chief end of man. The Revised Series of McGuffey's Readers is one of the moral wonders and beauties of the age."

City of St. Louis.

FROM THE REPORT OF COMMITTEE ON COURSE OF STUDY.
 "Your Committee being of the opinion that in the matter of durable binding, gradation, completeness, and especially in its features of review lessons, the Revised edition of McGuffey's Series of Readers is much superior to Appleton's, recommend to the Board the introduction of McGuffey's Revised Readers in place of the old series now in use, on the terms contained in the proposition of the publishers."

JAMES P. MAGINN,
 WM. BOUTON,
 JOHN J. McCANN,
 EDW. HUMMELL,
 JOHN GILWEE,

Of the Committee on Course of Study.

At a Special Meeting of the Board of Education of the City of Saint Louis, held Tuesday, August 24th, the above report of the Committee on Course of Study, was accepted, and McGuffey's Revised Readers adopted for the Saint Louis Public Schools by a vote of 18 to 6.

From the Literary World, Boston.

"We must say of *McGuffey's Revised Readers* that the selections, both in prose and verse, are uncommonly good; the gradation is judicious; and our most eminent authors are represented.

"Their great charm, however, is in their pictures, which it is no exaggeration to say are in the best style, both as respects drawing and engraving, now compassed by American art. There are any number of cuts scattered lavishly through these books, which are equal in beauty and design and delicacy of execution to the best work that has been seen in the magazines. We can say no more."

From the American Stationer, New York.

"An event which is noteworthy for the influence it will exert upon the future is the new edition of McGuffey's Readers, by Van Antwerp, Bragg & Co. The point to which I refer is the marvelous excellence of the engravings. Money could buy nothing better in that line, and the engraver can produce nothing more perfect."

City of Cincinnati.

FROM REPORT OF TEXT-BOOK COMMITTEE.

"We believe that the Revised Series of McGuffey's Readers are the best adapted to the requirements of the schools.

"The demand for fresh reading matter is fully and well supplied, while there are many advantages gained by the retention of the same plan and gradation which have always heretofore proved so well adapted to our course of study.

"All other series presented have the fatal defect of consisting of only five books, and not sufficient reading matter. Our course of study requires six books and the full amount of reading matter contained in McGuffey's series.

"We, therefore, recommend the substitution of McGuffey's Revised Readers for the series in use; and that the proposition of the publishers, herewith submitted, for supplying the same be accepted. * * *

W. H. MORGAN, Chairman, E. C. WILLIAMS,
 SAMUEL BAILEY, JR., W. W. MORROW,
 Of the Committee on Course of Study and Text-Books.

JUNE, 28, 1880.
 THE REPORT OF THE COMMITTEE WAS ACCEPTED, AND
 McGUFFEY'S REVISED READERS ADOPTED BY A VOTE OF
 28 TO 1.

	Exchange.	Introduction.
McGUFFEY'S REVISED FIRST READER,	.10	.16
McGUFFEY'S REVISED SECOND READER,	.15	.30
McGUFFEY'S REVISED THIRD READER,	.20	.42
McGUFFEY'S REVISED FOURTH READER,	.25	.50
McGUFFEY'S REVISED FIFTH READER,	.50	.72
McGUFFEY'S REVISED SIXTH READER,	.40	.85
McGUFFEY'S REVISED ECLECTIC SPELLER.	.10	.18

From Prof. Edward S. Joynes.

University of Tennessee.

Van Antwerp, Bragg & Co.

"I have received the beautiful series of *McGuffey's Revised Readers*, which you have been kind enough to send me, and I congratulate you upon the completion of a work which has added so greatly to the value and beauty of these standard and justly valued books.

"I was a pupil of Dr. McGuffey, and have always regarded him as among the wisest and best American educators. I know that he regarded these Readers as the most important work of his life—highly useful as it was in other respects.

"This revision is a worthy tribute to his memory, for which I take the liberty of thanking you; and I hope the series may long hold its honored place in the favor of the American public."

EDWARD S. JOYNES.

City of San Francisco.

DEPARTMENT OF PUBLIC SCHOOLS, SAN FRANCISCO, CAL., May 12th, 1880.

At a meeting of the Board of Education held on the 3d inst., a proposition was received from MESSRS. VAN ANTWERP, BRAGG & CO., offering McGUFFEY'S REVISED READERS for use in the public schools of this city.

After propositions were read from other publishers for Readers and other books, Director Wadham offered the following resolution:

RESOLVED, That the contract for Readers be awarded to Van Antwerp, Bragg & Co., of Cincinnati, on the terms of their proposition, and that McGuffey's Revised Readers be and the same are hereby adopted for use in the public schools of the city and county of San Francisco, for the next four years, commencing July 1st, 1880.

(Signed.) GEORGE BEANSTON, Secretary.

The above resolution was adopted, and McGUFFEY'S REVISED READERS are now in exclusive use in the public schools of San Francisco.

1,250,000 { Over One Million Two Hundred and Fifty Thousand Already Introduced. } 1,250,000

McGUFFEY'S REVISED READERS WERE FIRST ISSUED SCARCELY MORE THAN ONE YEAR AGO.
 WITHIN THIS SHORT PERIOD THEY HAVE BEEN ADOPTED AND INTRODUCED BY THE BOARDS OF EDUCATION OF THE FOLLOWING IMPORTANT CITIES AND TOWNS—A SUBSTANTIAL AND SIGNIFICANT RECOGNITION OF THEIR SUPERIOR INTRINSIC VALUE.

New York City, Hoboken, Fort Wayne, Sandusky, Oskaloosa, Chillicothe, O., Greenville, Mich., Mexico, Mo., New Port, Ky., Greensburg, Ind., Antrim, N. H., Wilmington, Ill., Los Angeles, Cal., Urbana, Ill., California, Pa., Newark, O., Flora, Ill., Scandia, Kan.,	Brooklyn, Paterson, N. J. Burlington, Iowa, Paris, Ky., Iowa City, Bucyrus, O., Massillon, O., Savannah, Mo., Carrollton, Ga., Wichita, Kansas, Zanesville, O., Garroll City, Ia., Georgetown, Ky., Savannah, Mo., Frederickt'own, Mo., Columbus, Ind., Ark. City, Kan., Flushing, N. Y.,	Saint Louis, St. Joseph, Mo., Hutchinson, Kan., Shelbyville, Ten., South Bend, Ind., C. F.ondale, Ill., Litchfield, Ill., Labette, Kan., Gambier, O., Canton, O., Remington, Ind., Effingham, Kas., Steubenville, O., Middleton, Mass., Anderson, Ind., Hamilton, O., Mansfield, O., Gallatin, Mo.,	San Francisco, Sacramento, Charleston, Ill., Lexington, Ky., Dayton, O., Richmond, Ind., Concordia, Kan., Cynthiana, Ky., Corning, Ia., Waterville, Kan., Wadsworth, O., Eaton, O., Connersville, Ind., Cuthbert, Ga., Clarksville, Ten., Ashland, Miss., Pierce City, Mo., Girard, Kan.	Cincinnati, E. Saginaw, Mich., Cedar Rapids, Ia., Portsmouth, O., Valparaiso, Ind., Seymour, Ind., Americus, Ga., Byhalia, Miss., Elk Falls, Kan., Essex, Ia., Oberlin, Kan., Findlay, O., Troy, O., Atlantic, Iowa., Circleville, O., Carlinville, Ill., Olamon, Me., Franklin, Ind.	Terre Haute, Dubuque, Kirksville, Mo., St. James, N. Y., Sullivan, Ind., Clinton, Ill., Taunton, Mass., Columbus, Kan., Essex, Ia., Columbian, O., Galion, O., Findlay, O., Whitesville, Mo., Ashtabula, O., Xenia, O., Warsaw, Ind., Mooresville, Ind., Dalton, Mo.	Topeka, Joliet, Columbus, O., Buffalo, Mo., St. Charles, Mo., Danville, Ky., Owingsville, Ky., Manchester, Tenn., Lacon, Ill., Carmi, Ill., Clay City, Ill., Paola, Kan., Wauseon, O., Wash'n C. H., O., Ravenna, O., Sidney, Ia., Hartford City, Ind., Lawson, Mo.	Chattanooga, Piqua, O., Wooster, O., Dublin, Ind., Franklin, Ind., Mound City, Mo., Princeton, Mo., Carlisle, Ky., Elizabethown, Ky., Cynthiana, Ky., Salem, Ill., Columbia, Ill., Astoria, Ill., Eldorado, Kan., Norwalk, O., Covington, O., Elyria, O., Bloomington, Ind.,
AND 500 OTHER CITIES AND TOWNS.							

VAN ANTWERP, BRAGG & CO., Cincinnati and New York.

New York School Journal.

THE NEW YORK SCHOOL JOURNAL,

Published EVERY SATURDAY at

21 Park Place, N. Y.

—BY—

E. L. KELLOGG & CO

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5 to 9 copies to one address. 1.80
10 to 19 copies to one address. 1.30
20 copies to one or more address. 1.00

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Subscriptions for any portion of a year will be received. If the papers for a club are to be sent to one address, the publisher desires to have for reference the names of all the subscribers. He therefore requires each club subscription be accompanied with a list of the names and addresses of the persons who are to use the paper.

Additional money to be made at any time to a club, at the same rate at which the club, as first formed would be entitled to receive it. Such additional subscriptions to expire at the same time with the club as originally entered. The new subscribers to pay pro rata for the time of their subscription.

Subscribers asking to have the direction of a paper changed should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent. All addresses should include both county and state.

Any person writing to renew either a single or club subscription in connection with which his name has not before been known to the publisher, will please give the name of the person to whom the paper or papers have heretofore been sent.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

Contents of this week's number.

Advertisements.....	Page 1-2
EDITORIAL	
A New Principal.....	3
The Eminent Dead.....	3
The Annual Educational Weekly.....	3
Educational Journals and Educators.....	3
THE SCHOOL-ROOM.	
Before and After School.....	4
Block Exercise.....	4
Things to be Remembered.....	4
EDUCATIONAL NOTES.	
New York City.....	4
Elsewhere.....	4
Educational Meetings.....	5
LETTERS.	
EDUCATIONAL MISCELLANY.	
How to Use a Library.....	6
Drawing.....	6
Student Life at Cambridge.....	6
Endymion.....	7
The Competent Teacher.....	8
The Education of Girls.....	8
Teaching that Does Not Teach.....	8
CITY NOTES.	
Science and Art.....	9
BOOK DEPARTMENT.	
New Books.....	10

New York, January 22, 1881.

We want several copies of the SCHOOL JOURNAL of Oct. 2, 1880, and will thank our friends to send them to us.

A New Principal.

We note in the Elmira papers the above heading; and reading on we find that the need of a new principal is that the discharged Beardsley was incompetent? Not a bit. Usable to govern? Not that! Ungentlemanly? Oh, no! What then? Why the children of some "influential parents" were made to "toe the mark." This may read as though it was one of the Dark Age proceedings, but on the contrary, it took place in the enlightened city of Elmira, Empire State, Nineteenth Century. And more than that—it is going on all the time; and if not going on it is acting like a mildew on the teacher. Talk about the effect of fear on the hair! What is the effect on the moral backbone of the teachers of our schools? How many have any at all?

The Eminent Dead.

During 1880 the following named noble persons have died. Among clergymen are numbered Bishop Haven, Dr. Osgood, Dr. Chapin, Dr. Samuel Osgood, Dr. S. H. Coxe, Dr. Henry A. Boardman, Nathan Bishop, Dr. Barnes Sears, and Dr. Jeter, all men of fragrant memory, "whose works do follow them." In literature are George Eliot, George Ripley, Lydia Maria Child, Lucretia Mott, Pierce Egan, Benjamin Pierce, Francis Buckland, James de Mille, Epes Sargent, and Frank Leslie. In art and the drama and music, S. R. Gifford, Adelaide Neilson, John

Brougham, Harry Beckett, Constantine Brumidi, Tom Taylor, J. R. Planche, W. R. Floyd, Mrs. Charles Kent, Ole Bull, and Jacques Offenbach. In medicine Dr. Constantine Herring, the apostle of homeopathy. In law Sir Alexander Cockburn, of England; Chief Justice Church, of New York, and A. T. Ackerman, once Attorney General. In the fields of statesmanship, diplomacy, and politics France has lost Jules Favre, the Duke de Gramont, and Adolph Gremieux; Italy, Baron Riccioli; England, Lord Stratford de Redcliffe, and Russia, her Empress. With us ex-Senator James A. Bayard, ex-Secretary Adolph E. Borie, ex-Governor and ex-Senator Foote, Senator Houghton, ex-Governor Herschel V. Johnson, ex-Governor William Bigler, ex-Governor Williams, of Indiana; ex-Governor Albert G. Brown, Judge Spofford, George Opdyke, Lieutenant Governor Robinson, James Lennox, Joseph R. Chandler, Marshall O. Roberts, and Eliot C. Cowdin. The army and navy have lost Rear-Admirals Stribling and Thatcher, Commodore Blake, Generals Albert J. Myer and Heintzelman, and with them may be grouped the Confederate Generals Bushrod Johnson and Isaac St. John.

The Annual Educational Meetings.

During the holiday week a number of the teachers held their annual meetings, and we have examined the reports with a good deal of interest. Some of these are quite well attended; by this we mean about one per cent. of the number of the actual teaching force of the State. The cost of travel and board is too great a sum to be spared from the slender salary. Besides (why conceal it) papers are long and heavy, the discussions are short, poorly conducted and inconclusive, and not applicable to the general needs of the average teacher. To illustrate this and not to over-criticize, take the subjects debated in Iowa. "The Work of the Normal Schools;" "On the Extent to which our Schools are Failing in Determining the Habits of Study, and the Remedy;" "On the Waste of Teaching Languages." Besides these there was a lecture in the evening by Hon. John Eaton.

The Teachers' Conventions suffer from a plethora of long papers; those that attend go about with educational dyspepsia for a month afterward. The selections of the subjects of the Iowa papers are not very bad. In New York we used to be obliged to hear one read on "The Effect of Heredity upon Education," and subjects of a like character. But a partial reform has begun here.

It is a question how much good such meetings do. Speaking candidly, we fear very little. We believe in them, that is, in the organization of teachers most firmly. But learning lessons from other laborers (the ministers and physicians for example), we should propose a different plan. (1). Let there be a County Teachers' Association in each county. We have a number of these in this State in a most admirable state of activity. Take Suffolk County for an example; the papers, the discussion, the attention, would do credit to many of our States. These County Associations should elect delegates to the State Association and pay their expenses.

(2) Matters should come before the Associations as they come before other similar bodies, by motion and resolution. The system of "papers" is suitable for associations whose object is to gain the results of some explorer or expert. Still "papers" need not wholly be left out. It is a well known fact that many a man has read a "paper" not because he had anything to say, but because he was anxious to exhibit himself. This will do once in a while, but there is too much of it.

(3) The members should hold office for two years at least. This would prevent the discussion of the same things. The story is told of a man not over smart who accidentally struck into a race-course. He went round and round until the situation was explained to him. "Well," he exclaimed, "I thought the country did look a little familiar." We meet one year at Albany, and Smith is absent; next year we meet at Utica and Smith is present. We debated a certain subject at Albany and adopted a resolution, but Smith brings up the same subject at Utica

and consumes a session in debating it over. Thus the Teachers' Associations travel on race-courses.

(4) a. The State Association should be legally incorporated. b. It should report to the Legislature. [This would cause its reports to be printed at the expense of the State.] c. There should be an appropriation obtained from the State for its expenses. Massachusetts grants \$200, we believe. d. None but acting teachers should be members.

We offer these suggestions simply with the hope that there will be some earnest men found who will put them in practice.

Educational Journals and Educators.

The editor of the *Educational Weekly*, Mr. S. R. Winchell, decided at the close of last year to withdraw from its publication; it has been purchased by Mr. F. J. Waggoner. As an educational journal it deserved unbounded success; it was ably edited and well fitted to assist the teacher; it has done good service; we say in sincerest praise of Mr. Winchell, "Well done." That he failed to make it a financial success was not his fault; that lies at the door of the "dead teachers"—who flourish (if the expression may be allowed) in Chicago as elsewhere.

Not a mail comes to us but shows the need of a thorough overhauling of the system, but what needs overhauling most are the teachers in the schools. Here is one man who has been a subscriber for the *SCHOOL JOURNAL* for three or four years; he had a salary of \$800 or \$900. At the beginning of 1881 he writes and says, "Enclosed is —— to settle my account. You need not send the paper any more. I have got a place in —— Normal School." His salary is doubled, we suppose; he cannot get up any higher and so he has cut loose from education!

Do you think this is a solitary instance? Not at all. It shows the feebleness of the devotion to education. When a man gets a small salary while he deserves more, he sees, yes he feels the wrong. What sort of a man is he that forsakes the thousands who are left behind when he is advanced?

Let us see how a single man with a heart single to education wrought. Francis Dwight began his work about 1840 in the State of New York. He was pained with the low state of education and devoted himself to its improvement. At that time girls were paid from fifty cents to one dollar per week to teach school in the summer. He commenced the publication of the *District School Journal*. This little paper was not then taken by the teachers,—they could not be hired to read it, but it nevertheless did a great work, for the art of PRINTING is the Archimedian lever by which Error is eliminated and Truth made to grow. Francis Dwight wrought a tremendous reform; he aided the establishment of the New York Normal Schools and the founding of district libraries. In a certain district where it was usual in 1845 to pay 50 cents per week to the female teacher, they in 1880 paid \$6.00 per week—an increase of 1,200%. But we doubt whether many of the female teachers of the Empire State know even the name of Francis Dwight.

The broad ground we take is that education will advance as a knowledge of the principles and practices of education is diffused. We have the utmost faith in educational journals. The writer subscribed to one as soon as he found there was one published, and continued to do so. "Go preach my Gospel" belongs to education as well as to Christianity. The only way to cause education to flourish is to PREACH it. We are not foolish enough to suppose that merely subscribing for the *SCHOOL JOURNAL* will make a man a good teacher, any more than putting Bibles in the cars will make Christians of the passengers. What we do say is, that no man or woman who is striving to teach well but will as earnestly strive to learn all he or she can about teaching; and hence educational journals become a necessity.

In a quarter of a century there will be several educational dailies, and a large number of educational weeklies. The teachers will take them because they will want to know about education; the reason one doesn't take an educational journal now is that he doesn't want to know about education. He has a right to remain ignorant. This is a free country. Of course it is.

THE SCHOOL-ROOM.

Before and After School.

(BEFORE SCHOOL.)

"Quarter to nine!
Boys and girls, do you hear?"
"One more buckwheat, then—
Be quick, mother dear,
Where is my luncheon-box?"
"Under the shelf,
Just in the place
You left it yourself!"
"I can't say my table!"—
"Oh, find me my cap!"
"One kiss for mamma
And sweet Sis in her lap."
"Be good, dear!"—"I'll try."
"9 times 9's 81."
"Take your mittens!"—"All right."
"Hurry up, Will; let's run."
With a slam of the door
They are off, girls and boys,
And the mother draws breath
In the lull of the noise.

(AFTER SCHOOL.)

"Don't wake up the baby!
Come gently, my dear!"
"Oh, mother, I've torn my
New dress, just look here!
I'm sorry, I only was
Climbing the wall."
"Oh, mother, my map
Was the nicest of all!"
"And Nelly, in spelling
Went up to the head!"
"Oh, say I can I go out
On the hill with my sled?"
"I've got such a toothache,"
"The teacher's unfair!"
"Is dinner most ready?"
"I'm just like a bear!"
Be patient, worn mother,
They're growing up fast,
These nursery whirlwinds,
Not long do they last;
A still, lonely house would be
Far worse than noise;
Rejoice and be glad in
Your brave girls and boys.

NEW YORK SCHOOL JOURNAL.

Block Exercises.

PRIMARY CLASSES.

Teachers, (who are not Kindergarteners,) who have charge of the lowest primary classes, will find blocks a great aid in employing interesting and instructing the little ones.

Furnish each child with a stout bag containing eight cubes, and one square prism three times the length of a cube. Cubes one and a half or two inches square are a very good size. These blocks may be obtained, with slight expense, from the carpenter. The bag can be made by the older children.

Have the children stand up their long blocks, and point to the front, back, right and left-hand sides, top and bottom of them. When this is well understood, have them place two blocks in front, two back, two on right and left-hand sides of said blocks; then have them take out the long blocks, and ask what they have made. If no idea is suggested to them, tell them to call it a well, which they will be pleased to imagine. Then a conversation may follow concerning wells. How many have seen wells and where? What is found in them—how is the water obtained—where does the water come from—uses of water, etc.

When this subject is exhausted, have them take away the two front and the two back blocks, and lay the long blocks across the remaining blocks, when a bridge will be found.

Another conversation may now follow concerning the materials used in building bridges—their uses, what found under them, what found in the water, how fish are caught, kinds of fish, etc.

Two blocks may then be placed under the bridge and a wall is suggested. Let the children tell all they know about that and then add to their information.

The long block may then be taken off and placed in front,

at the base of the wall, when a settee will appear and thus these exercises may be continued almost *ad infinitum*. If the children are old enough, reading, spelling and regular object lessons may accompany them.

Arithmetic may also be taught with the blocks.

An inventive teacher will find many ways to use these blocks with pleasure and profit: for little hands need constant employment.

The children cannot fail to be interested in these exercises, and will gain many ideas from them.

A PRIMARY TEACHER.

Things to be Remembered.

Remember that if you have undertaken to teach school, it will demand your most thoughtful attention. Unless you are much better qualified than the great majority of our first-class teachers, it will be necessary to make special preparation for each day's work. The teacher who would make a subject interesting to his classes, and induce them to study closely, must be familiar with all the minor details of that subject.

Remember you cannot do good work unless your nerves are quiet and your digestion is good. You cannot be up till two or three o'clock and teach a respectable school. The average teacher must have from seven to nine hours' sleep.

Remember that it will be useless for you to attempt to impress lessons of moral obligation upon the minds of your boys and girls unless you yourself practice morality.

Remember that cleanliness is next to Godliness, and that in this the teacher should always be a model. Combs and brushes are cheap, and even clean linen is not an expensive luxury.

Remember that scholars have rights and feelings which even teachers are bound to respect. A thoughtless or harsh word on your part will be remembered by some of your little ones long after you have yourself forgotten it.

Remember that it is no special mark of superiority in a teacher to disregard the reasonable wishes and requests of parents. Airs of lofty superiority may usually be regarded as signs of weakness, and they will always prove detrimental to the teacher's usefulness.

Remember that the religious views of your scholars may be as sacred to them as yours are to you, and you have no right to trifle with them.

NEWSPAPERS IN THE SCHOOL.—The absurdity of confining the pupils in our public schools to the literature and history of the past—as if those alone contained any value as models of lessons—has long been manifest, and there has been for some time a growing disposition to modernize the reading course and give it somewhat of current interest. As a step in this direction the publication referred to is quite significant. But at best it is a half measure. If the rising generation is to learn to read by practicing upon something of current interest, to the end that something may be learned, why stop short of the daily papers? A "leaflet" of selected items of current news once a month is better than rigid confinement to the Crusades or extracts from Macaulay: but if the daily reading lesson were the daily news it would be infinitely better. The schoolboys or schoolgirls of to day know infinitely more of the wars of the Roses and the American Revolution than of the Afghan war or the Franco-Prussian war, or even the war of the rebellion. Of the threatened war in the East they know nothing; and it is a part of the present system that they shall know nothing. Yet, with a liberal use of the daily paper in place of the reading books now in vogue, both boys and girls could get a better idea of the science of government, especially as it is to-day, and would be better informed.—*Detroit Free Press*.

A MAGNIFICENT and complete statue of Minerva Victorious has been discovered at Athens. It is the masterpiece of Phidias, the greatest sculptor of Greece, who flourished during the return of Pericles. The statue must be over 2,330 years old. It will be placed in the Paris Museum. Let us remember that the culture Greece had was of no common sort. People are asking now as to the education of the Greeks. How did they become such poets, orators, sculptors? Some will reply that the stock was an unusually fine one. But is this enough to explain the remarkable ability of the average Greek? They valued statues and statue makers; we do not. They loved art; we despise it. This will explain some of the reasons why our culture rises so low and so slowly.

EDUCATIONAL NOTES

NEW YORK CITY.

The pupils of Packard's Business College spent a very pleasant evening at the principal's (Prof. S. S. Packard's) house, Wednesday, the 12th.

The first division of the Cooper Union Free Saturday night Lectures for the people, closes on January 22d, with "Different Types of Musical Composition," by Prof. R. Spice of Brooklyn. Tickets can be obtained at the office of the Cooper Union.

ELSEWHERE.

PRUSSIA.—The Minister of Public Instruction has decided that needlework is an obligatory branch of instruction in all girls' schools, but that communes which are too poor to employ a teacher for this purpose may suspend this branch until they can be aided by the State.

BOSNIA.—A boarding school for boys has been established in Serajewo. This is the first school in that country founded on pedagogic principles. In the absence of trained teachers, the authorities have placed the school in charge of military officers. The school is unsectarian, and has accommodation for eighty boarders.

ENGLAND.—The London University list of B.A. degrees granted to female candidates—the first of the kind issued in England—shows that at the late examination four ladies were successful, two being placed in the first class and two in the second. This success has stimulated the movement for opening up the degrees of other universities to women.

GERMANY.—An examination of 42,619 pupils for shortsightedness was lately made. It is seldom found in village schools; it increases from grade to grade, and the principal causes are defective light in school rooms; the small type in text books and especially the large amount of home study. At the Heidelberg gymnasium every student was more or less affected. At the school of theology, Heidelberg, 79 per cent of the 639 students examined were short sighted.

RUSSIA.—A higher school for Mohammedan girls has been established at Tiflis. A university is being established at Tomsk, Siberia. Before the foundation stone was laid the following sums were expended by the Russian government: 354,000 roubles set apart for the university buildings, 100,000 roubles toward securing a teaching staff, besides 31,000 roubles as a nucleus of a fund for salaries; in all 485,000 roubles, or about \$365,000. A library of 35,000 volumes has already been collected for the institution.

THE JOHNS HOPKINS UNIVERSITY.—The Johns Hopkins University is at Clifton, on the Hartford road, about a mile from Baltimore. The property consists of about 400 acres. The institution has an endowment of \$3,000,000 and takes its name from its founder. Johns Hopkins, a philanthropist, of Baltimore, was born in Anne Arundel County, Md., May 19, 1792, and died Dec. 24, 1873. The whole plan was drawn out by Mr. Hopkins, the money provided for the buildings, the endowments, and the free scholarships, which were limited to poor and deserving students from the States of Virginia and Maryland. Mr. Hopkins was of a Quaker extraction, was liberally educated, was never married, and the total amount of his endowments to that and other institutions exceeded \$3,000,000.

GUADALOUP.—Guadalupe, one of the French colonies in America, has a population of 144,890. According to the "Journal General de Instruction Publique" of Dec. 11, this colony has 81 primary schools, of which 27 are directed by lay teachers, and 54 by religious brothers and sisters. Of the 27 lay schools, 13 are for boys and 14 for girls, and of the 54 congregational schools, 29 are for boys and 25 for girls. The number of pupils in attendance at primary schools on January 1, 1880, was 7,191—4,070 boys and 3,121 girls. Of these 7,191 pupils, 5,629 receive gratuitous instruction. Besides the above public schools, there are 15 private schools, with 1,484 pupils—774 boys and 710 girls. Two of these private schools receive a colonial grant.

ITALY.—An educational museum will shortly be opened at Palermo on the plan of the one founded in Rome in 1874, with the object of making known the best scholastic materials and best didactic methods adopted with success by the most civilized nations. This museum is styled the Pedagogic Museum, and will have its seat in the Royal University. Its aim is to collect, with a view to their recognition and adoption, all objects and publications connected with the mode of instruction in elementary schools,

and in general all the new means and appliances which are being successively invented to insure greater efficiency and progress in the arts of instruction and education. All that has till now been collected by the Professor of Pedagogy in the present museum of Palermo will henceforth belong to the new institution, which is dependent on the Minister of Public Instruction.

HIGHER education among the middle classes has, within the past few years, wrought a far greater change in the social status of women than all the vaporizing wordiness about their abstract rights and wrongs could ever have done; and here, as in other cases, practice has shown its advantage over theory. Secure the possession of that power which has been *apotheositically* identified with knowledge, the true "girl of the period" regards as useless and effete all question so to her intellectual equality with with man. And well she may do so, considering the evidences of the power and capacity, in the face of the world. Take, for instance, the recent examinations of London University. In French two ladies stand in the first class, none of their male rivals having got beyond the second. In German there is a lady in the first class; while one has obtained honors in Latin, two in English, and two in mathematics. These, together with the student from Newnham, who has taken honors in botany and chemistry, may smile at the old fashioned prejudices which deny to womankind any footing on the difficult paths of science.—*London Telegraph*.

ENGLAND.—About 7,000 people presented themselves, during the month of December, for the Cambridge University local examination. The London *Telegraph* says: "This will result in giving the successful candidates a sort of recognized status in the world of learning and science, which they could not otherwise obtain. The diploma of the examiners is a kind of passport to various good educational posts, though in most instances it probably is only the prelude to other and more advanced studies at the universities themselves or elsewhere. But, besides the actual tangible result so obtained, the mental training involved, the self discipline, the mastery of facts, the spirit of healthy emulation evoked, are all so much gain to be put to the credit of these most excellent intellectual ordeals of youth. The examination is one which is not so exhaustive and encyclopedic in character as to overtax the brains of the young competitors, which would be, from a medical point of view, to be severely deprecated; but it is a test examination in the ordinary subjects which any fairly intelligent and diligent youth could master without difficulty. Among the candidates figure a goodly proportion of girls, forming, indeed, more than a third in number of the total list of entries; and this fact alone goes to show how deeply the need of education is felt in these days, and how ready people are to recognize and seize upon the advantages which the ancient seats of learning have placed within the reach of both sexes."

SPAIN.—A striking contrast to Prussia is presented by Spain. Holding the position of a first class power two centuries ago, fruitful in heroes and poets, and now of even less importance and less distinction than some of her former colonies. The prestige of her wealth in the precious metals and of her galleons and armadas on the sea has departed; the daring spirit of Columbus and Cortez is dead; no new Cervantes appears, but her illiteracy is rank and robust and the glory of her bull fights is perennial and unapproachable. At the last general census, in a population of 16,301,851, only 715,916 women and 2,414,016 men were able to read and write. Is it wonderful that they have small share in modern literature and science, little trade and commerce, few railroads, meager industrial pursuits and abundant debts, wars and revolutions? The proud people of beautiful Spain will some day do much better, and then the harsh critic will not say, "Europe ends at the Pyrenees, and then Africa begins."

It was rare in the latter part of the last century, and at the beginning of this, to find a peasant or ordinary workman who was able to read or write, and this accomplishment in women was even deemed immoral; the above figures denote a gradual improvement. Under the amendments of the school law in 1847 and 1857 requiring teachers to be examined, and providing for building school houses and founding certain scholastic institutions, the schools improved, so that whereas in 1848 there were only 663,711 pupils enrolled, in the year 1871 there were 1,046,558 in public and private schools.

In 1878 Spain had 29,038 public and private primary

schools, with 1,633,288 pupils of both sexes. Of the 29,038 schools, more than three fourths are public: 8,580 schools, with 830,000 pupils, are gratuitous. The number of popular libraries is 590, with nearly 100,000 volumes. The expenditure for primary education amounts to more than 26,000,000 pesetas (one peseta, twenty cents).

FRANCE.—There is a bill before the French Chambers to make primary instruction gratuitous and compulsory and to intrust it to lay teachers only. "The law of 1850 contains the principle of absolute gratuity of primary instruction. But this law is defective, since it confers the right to establish public free schools upon such communes as are able to do so without assistance from the State. "It is at present generally admitted that absolute gratuity of instruction is an indispensable condition in the long desired reorganization of our school system."

"The State," said M. Guizot, "must give a primary school instruction to all its subjects, rich or poor. This is the only means of cultivating sound morality and of improving the material condition of a nation. All our laws since 1791 have confirmed this principle."

"But we all understand that a gratuity which is only partial presents insurmountable difficulties and grave consequences in its application. How shall we draw the limits between the poor and the rich? Do not many parents prefer to deprive their children of a school education rather than to claim the benefits of gratuity on account of poverty?

"The present law enables all communes to establish a free school system at once. Where their own means do not reach far enough the State will come to their assistance.

"The law we introduce to day is a law of liberty. It relieves the parents of many difficulties and annoyances and it enables the State to do justice to all and to raise the standard of intelligence in our great country, which has unfortunately suffered too much in consequence of the neglect of educating the masses."

OMO.—The first State carved out of the Northwest Territory, and the first to receive the sixteenth section in every township for common school purposes, was Ohio. The Ohio Land Company, which made the first permanent white settlement in the State, set the example by setting apart a portion of its grant for the support of schools and religious instruction. Soon afterward, Judge Symmes, who had purchased 1,000,000 acres between the mouths of the Great and Little Miami Rivers, including the ground on which Cincinnati now stands, imitated the example of the Ohio company. When Congress provided for the present system of public land surveys, it adopted a similar policy. Let us submit a few figures from the report of Commissioners of Education for Ohio, which convey a definite idea of the proportions to which the seed of this system, dropped in the wilderness of the Northwestern Territory less than a century ago.

The receipts from all sources during the year were as follows:

State school tax.	\$1,553,207.32
Irreducible school fund.	245,744.51
School tax levied by local authorities.	5,155,878.47
State school bonds by local authorities.	340,804.75
From fines and licenses.	225,589.41

Total receipts.....\$11,075,646.97

Amount of expenditures for school purposes during the year:

Amount paid teachers in primary schools.	\$4,530,183.46
Amount paid teachers in high schools.	412,858.18

Amount paid for managing and superintendancy.	141,681.30
Paid for sites and buildings.	798,736.18

Interest on and redemption of bonds.	537,485.99
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Fuel and other contingent expenses.	1,254,003.74
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Total expenditures.....\$7,074,448.85

Balance on hand Sept. 1880.....\$4,371,198.12

Unmarried youth of school age in the State for the year ending Sept. 1, 1880:

White boys of school age.	522,535
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White girls of school age.	500,035
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Total white of school age.....1,022,571

Colored boys of school age.	11,941
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Colored girls of school age.	11,713
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Total colored, school age.....23,654

Total white and colored.....1,046,285

The total number of children, white and colored, in the State is 2,903 greater than in 1879.

Number and cost of school houses erected within the year: Houses erected, 442; total cost, \$711,835.

The number of school houses in the State is 12,148; valued at \$21,854,718. The total number of teachers employed in the township primary and high schools was 18,222. Teachers in separate district primary and high schools 5,462; grand total, 23,694; of whom 9,685 were employed the whole year. The average wages of teachers per month of four weeks, in schools taught less than twenty-four weeks were: In township primary schools, gentlemen, \$34; ladies, \$23. In township high schools, gentlemen, \$57; ladies, \$29. In separate district primary schools, gentlemen, \$60; ladies, 42. In separate district high schools, gentlemen, \$74; ladies, \$63.

Educational Meetings.

ILLINOIS.—The State Teachers' Association met at Springfield, and was addressed by Col. Parker (Quincy), and this was discussed by Messrs. Hewitt, Roots, Lewis, Stade, Bemis, Harris and Smith. There was in general a hearty concurrence; but many doubted. S. H. White, of Peoria, took up "School Systems." Mrs. C. E. Lyomed, of Champaign, offered a resolution that the teachers by earned precept and example inculcate temperance. This gave rise to a heated discussion, but it was adopted. Supt. Peaslee, of Cincinnati, delivered an address on "Gems of Literature in the Schools." E. A. Yostman, of Decatur, was chosen President. Prof. Nightingale gave an address on "Classical Instruction in Public Schools." The attendance at this session was good, and of a marked and pleasing character.

IOWA.—The State Teachers' Association met at Des Moines. The attendance was small—about 200. The subjects of "Normal Schools;" "Superintendents;" "Waste of Time on Language Study" and "Bad Habits of Study," were discussed. Prof. S. Calvin, of Iowa City, was elected president. A resolution in favor of teaching temperance to pupils was adopted.

INDIANA.—The State Teachers' Association met at Indianapolis. The subject of "School Systems," by John Moore, commended the Canadian plan. "Personal Teaching," by R. G. Boone, was an able paper. What is needed is personal knowledge of each pupil under the care of each teacher, and a study of his personal characteristics. The needs of education are power and capacity, and that can best be secured by personal effort and study of the characteristics of the pupil in order to attain the best results of teaching.

WISCONSIN.—The State Teachers' Association met at Madison. State Superintendent Whitford read a paper favoring a State tax for public schools. He showed that the cost of supporting public schools is very unevenly divided; that the burden rests on poor and new districts. His plan would tend to supply efficient teachers and discourage sectarian and private schools. A resolution was passed requesting the State Superintendent to publish in the *Journal of Education* the names of all persons holding State certificates, the mode by which they were obtained, and the institutions from which countersigned diplomas have been obtained.

MICHIGAN.—The Michigan State Teachers' Association met at Lansing. The present meeting has been the largest in numbers for many years, almost every county in the lower peninsula being represented. Fully 300 teachers were in attendance, and representatives from New York, Ohio, and other States, the proceedings being harmonious and instructive. The Association was addressed by some of the ablest teachers and students in the country. The first in order was an address by Dr. Malcolm McVicar, of State Normal, on "The Teacher and His Work;" Wednesday morning, an address by the President, C. B. Thomas, of Saginaw, on "The Educational Interests of the State." In the afternoon, by invitation, Governor-elect D. H. Jerome favored the Association with a short and pointed address. In the evening the association of city superintendents held a meeting and elected the following officers for the ensuing year: President, J. W. Morley, of Bay City; Vice-President, J. W. Ewing, of Ionia; Secretary and Treasurer, J. G. Plowman, of White Pigeon. Thursday was occupied by the teachers in discussing different subjects of interest. The one that attracted most interest and called out some sharp debate was the proposition of Professor French, of Kalamazoo, to admit all high school graduates to the State University without examination.

MINNESOTA.—The fifth annual session of the Minnesota Educational Association was held at St. Paul. The session has been harmonious and productive of much advancement for the teachers who attended. Mrs. Eccleston read a notable essay, founded on experience, on the subject of "Kindergarten." "Music, a Branch of Education in Public Schools," by Professor Priem, was an earnest argument in favor of making instruction in music a regular department in the public schools, and his theories were generally endorsed in the discussion. Professor Marvin, of Minneapolis Academy, presented a paper on "The Necessity of Supervision," in which he condemned the selection of incompetent persons for officers of schools or school districts, which was discussed at length. Professor Davidson severely criticizing the class of county superintendents who are defrauding the counties by receiving pay for services they do not perform, and being engaged at other work. He urged investigation by the Legislature to stop such work. Superintendent Burt said some Superintendents received but \$200 a year and had to trust to other work to live. Professor Keiser addressed the convention on the subject of teaching political economy in the public schools. Every teacher in the high schools ought to teach the ideas of civil government.

In the afternoon several teachers and Superintendents organized a high school association. Professor Brooke read a paper on higher education in the State. The Committee on School Apportionment Fund reported in substance that, owing to the neglect of the proper support of schools by the State, legal taxation has left the schools of the sparse and poorer districts of the frontier to carry a burden to which they are wholly unequal, and it is recommended that a State fund be prepared by equal taxation to be distributed according to the number of pupils attending schools. The following officers were elected for the ensuing year: President, B. F. Wright; Vice-President, Miss E. A. Wheeler; Secretary, Professor Gates; Treasurer, Professor Moore; C. W. Smith, delegate to the national convention.

NIKEL.—Sheets of nickel have been rendered malleable by a new process. The brittleness of nickel is stated to arise from the little oxygen it holds with much tenacity. This is removed by a very small addition of phosphorus—from four to six thousandths—and extreme malleability is obtained.

How important that all young eyes should see the beautiful in the characters around them. In our land they see the surrounding industry, and become full of action: they see the love of money, and catch the contagious sentiment; they see the love of reading, and become readers. Thus they at once become a part of all they see, and you whom they see become a part of the future. You are carried beyond your own graves, and in others you laugh and talk and weep. Some of the plants of earth fasten wings to their seeds, a great drapery of down, by which they can ride upon a zephyr or upon a storm. Then when the plant has passed through its leaf, bud, flower, and fruit, and has turned yellow and drooped in death, its seeds become detached and are borne far away, perhaps a thousand miles, and there falling into the earthen bed they repeat the leaf and flower story to a new audience. All the favored men and women of earth are endowed with similar property.—*Swing.*

WORKMEN'S SOCIETIES.—In England grow to enormous proportions, possibly because, in addition to their trades-union features, they take the place of the mutual aid and beneficial associations so common in this country. Four of the great English societies—the engineers, iron founders, boiler makers, and steam engine makers—have nearly eighty thousand members, with incomes amounting to over one million dollars a year. They paid out in 1879 more than twice as much, chiefly for the benefit of members who were sick or out of work. A million dollars was spent on the unemployed, mostly in form of donations, but a large amount for travelling expenses. A quarter of a million was awarded to men on a strike, but this was only one-eighth of the whole amount distributed, the societies not encouraging struggles with employers, except in rare cases. The administration of the affairs of these and of co-operative societies in England is remarkable for economy and honesty, vast corporations being managed for workmen for years with quite as much success as attend the business ventures of merchants and bankers supposed to be specially qualified for such undertakings.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I have been a subscriber to the INSTITUTE for one year only, and I am at a loss for language to express my gratitude to you for the valuable aid rendered. Though a teacher of twelve years' experience, and a reader of several authors of "Theory and Practice," I am free to confess that your valuable paper has been of more *real* value than either the experience or reading of the above mentioned works.

My hearty wish is that you continue your good work which has for its aim the elevation of the standard of education.

G. J. S.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I send you a list of names of teachers from this county with pleasure. I shall be glad to have you send them samples of your papers, and will cheerfully pay to have you do so. I cannot give you any encouragement that more subscribers will be secured. Those not subscribers are probably *bullet proof*. Talk about educational books and papers and they simply *won't*—they don't want to waste their money, as they will teach until spring only, and prefer to own some cheap jewelry. But press on; there are less and less of such teachers each year.

P. L. S.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I can make a suggestion that will aid D. D. B., and it will come from my experience. It may be and perhaps is true that the plan proposed will not succeed in all the cases in which it may be tried, but after pursuing many plans with moderate success, I hit upon the subjoined plan and reaped abundantly.

It must be presumed that a great majority of pupils have some sense of honor and the first thing is to bring all your powers to bear upon that sense; urge the necessity of being honorable and the battle is half fought, but you must also

1. "Have a plan." Work methodically.
2. Allow no whispering, no questions to be asked whatever, except at intermission.
3. Have a whispering recess of not over three minutes' duration every three quarters of an hour.
4. Cause a Roll of Honor containing the names of pupils receiving the highest grades in Department during the last month, to be hung up in the school-room.
5. Allow no self-reporting; it is one of the best stimuli to falsehood ever invented.
6. Do the reporting entirely yourself. (A plan below is given.)
7. Report other misconduct as well as whispering and grins more severe as the offence is of a grosser character.

8. Those who have no sense of honor, and continue to whisper, regardless of grades—it small, must be punished; if large eject him at once until he can come to school and obey. No honorable Board will hesitate to co-operate with you in this.

9. If you have a county newspaper that will publish school reports for you, have your Roll of Honor published monthly, and let the paper be seen by the scholars.

10. Pursue the plan given in this paper Dec. 25 in answer to your letter, to prevent pupils from leaving the school without permission.

Now as to reporting: Provide yourself with a pass book which you may keep on your desk or carry with you during the school hours. In this have the pupils' names written in order of their seats.

For every communication place one mark opposite the offender's name, and for other misconduct increase the number of marks you place down. (See item 7 above.)

Let them see you place marks on the book, but in no case let the pupils know who are getting marks—let them have no knowledge of the contents of the book.

Counting a pupil who is in attendance every day for a month and has received no demerit marks at 10 (each day 10 being perfect), he would receive 200 in 20 days, or for 18 days 180, etc., etc., and divide by the number of days present, but should there be demerit marks against him, subtract the number of marks against him from what he should receive had he been perfect, and divide the remainder by the number of days present. This will give his per-cent in Department. Place no name on the Roll of Honor that receives less than 90%.

B. J. ASHLEY.

A physician declares that the figure on the crucifix in Burgos Cathedral is a human body in perfect state of preservation. It is said to have been there since the seventeenth century.

EDUCATIONAL MISCELLANY.

How to use a Library.

Mr. Theodore H. Mead, in an interesting article in *Scribner's Magazine* in October last, suggests the use of the public schools as branches of a free library in New York. The more such a subject is considered the more its feasibility will become apparent. It has been tried in Worcester with excellent success. The children go to school and learn how to read, but not what to read.

Boston, twenty years ago, founded her great free library, spending more than two dollars for each man, woman and child within her limits, and she has sustained it to this day with equal spirit and liberality. That library has now more than three hundred and sixty thousand volumes, and her citizens last year took from it to their homes more than one million one hundred and sixty thousand books.

It must be admitted that the great city of New York has just cause for shame, being in this state of things not only behind the age, but behind many small and unimportant towns of past ages. To the vast majority of mechanics and working men, these also are entirely out of reach. What wonder, then, that the dime novel and the sensation story-paper pass from hand to hand, and gradually become almost the exclusive reading in thousands of humble homes! Yet there are few lads who would not rather read a natural history adapted to their years, with anecdotes of wild and tame animals, or really good books of travel and adventure, provided that all these are so illustrated as to bring them within the grasp of an unpracticed imagination.

It would seem in principle that an institution so entirely for the people, and for the whole people, should not be left to the uncertainties of private benevolence. It ought to be founded and maintained by the city, the necessary appropriation being voted and the money raised in the same way as that for the Board of Education. The free library must be considered as, in its simplest and justest conception, the adjunct and concomitant of the public school, joining in the task of popular instruction even before the latter lays it down, seeking to make permanent results already attained, and to carry on the work of educating the people even through their years of maturity.

It would be difficult to exaggerate the influence that could be exerted by an earnest teacher, having at his disposal the varied treasures of a great library for reward of the diligent and encouragement of the flagging.

To accomplish this make each public school a branch of the public library, in constant, immediate connection with it by telephone, and also by an active wagon service. Counting grammar-school buildings only, omitting for the present the fifty primary school buildings, will give about seventy stations—a number not too great for the proper working of the plan. Let each be made the center of a "library district." Let the principal or vice-principal of the school, assisted by a teacher always under his supervision, act as librarian, being clothed with full discretionary powers and held responsible for the books not only, but also for a judicious use of them, first of all by the families connected with his school.

It will give us the services of seventy scholarly men of undoubted integrity, each already thoroughly acquainted with his district, known and respected by every family in it. It will put the whole management and development of the branches, at least for the present, where it seems naturally to belong—under the control of the Board of Education, and will bring the practical workings of them in each ward under the valuable supervision of the local trustees and inspectors.

Drawing.

Mr. John S. Clark, delivered an address on "Drawing in Public Education," before the university convocation last summer in which he says: "The claims made for drawing as a practical study are by no means light ones, and hence we frequently see it placed in practical education side by side in importance with the three other fundamental studies, reading, writing, and arithmetic. It is a great misfortune that so much misconception in regard to the study of drawing exists among our people. It is a misconception shared by all classes, and among teachers particularly, the want of a proper understanding of the subject is a hindrance most seriously felt. In the popular mind, drawing is generally regarded as related primarily

cipally to artistic work: and when we speak of teaching and drawing in public schools, the popular idea is that what is taught in this study is not practical knowledge, but ornamental knowledge—something that requires special aptitudes of pupils to learn, and something which at best will be of practical benefit to the few pupils. Then, too, we frequently hear advocates of drawing placing its claims in education on incidental or wholly inadequate grounds. Such advocates find in the mere training of the hand and eye, and the development of taste, which the study of drawing gives, sufficient grounds for its general introduction into public schools. Important as the study is, in these respects, I desire to say that we must look for deeper and broader considerations for it than any mere incidental advantages before we can justify [the claims which are now being made for it in practical education.

One of the most frequent charges brought against our public schools is that they do not sufficiently prepare for the needs of our mechanics and artisans, when, in fact, three-quarters of the pupils in the school are from these classes, and will ultimately find their employment in the industrial occupations. Drawing is the main language used in industrial design and for the direction of industrial labor. There can be no high degree of industrial design, or of skilled and tasteful industrial labor without a knowledge of drawing, as applied in the industrial art; and in the course of study which I have outlined before you, I have endeavored to give the important features which characterize the instruction in this branch of study now being given in the public schools of Massachusetts. Whether or no this be practical knowledge, I leave you to decide; but I venture the opinion that if you study attentively the practical needs of the pupils in your public schools destined for the industrial employments, and consider their educational need in connection with their wage-earning power in such employments, you will find that drawing should form one of the fundamental elements in their education, and that, too, on the general plan here given. Issues of the most serious import—social, political, and industrial—are dependent upon the proper treatment of this subject of industrial art education in our public schools, and I bespeak for it, therefore, your most attentive consideration.

Student Life at Cambridge University.

Mr. W. W. Nevins has just published a volume in which his visit to Cambridge is noted. He says: Cambridge University is a collection of independent colleges, each with its own separate government, buildings, grounds, history, and associations. These colleges are seventeen in number, and they make up both the university and the town. It is simply a village which has grown up and around the grounds—or what, in Pennsylvania is called the "campus"—of the several colleges.

As a matter of fact, the average college at Cambridge or Oxford has not a greater acreage in its grounds than the average American college; in fact, has not so great. Harvard, I am sure, has larger grounds than most of the English colleges. So have Princeton and Union, and I believe, Yale. All these have greater advantages in the way of scenery and room and possible embellishment and artistic enrichment of their grounds than the average English college of the two great universities. Some of the college-buildings here consist of but a single structure.

The grounds of some of the larger colleges of Oxford and Cambridge are often laid out with park and landscape effects such as have hardly been reached anywhere in our country. Even the smaller ones are carefully dressed and worked, so that an acre or two will often set forth a wonderful study of foliage or hue. And all are crowded with grand old tombs, mouldy, bald-decipherable legends, armorial bearings, monuments of history, the graves of martyrs, statues, arches, solemn ruins, memorial gateways, monumental crosses, picturesque cloisters, and a thousand works of art and ennobling associations. In the successive architecture of many of these noble edifices and in the chain of names and graves and monuments you can read the history of England from the twelfth century down. It is this splendid endowment of tradition, this continuous legended memorial of the scholarship and piety of ages, which is the wealth of the English college. It is the contrast with this which makes our own college life, so far, seem so poor and thin and meagre.

A number of undergraduates in these English colleges does not differ materially from the number in ours. This runs from sixty or seventy up through the hundreds, in

some one or two cases touching a thousand, just as in our detached American colleges. It is the massing of these English colleges in one column and bringing them all under the influences of one another which gives them their intellectual force in the world of thought. The seventeen colleges of Cambridge are not educating any more young men than seventeen isolated American colleges, but they are as an organized regular army is to a body of loose militia regiments.

A suite of rooms I inspected consisted of three gond-sized chambers, with a small pantry or cloast-room. The main chamber, by which you enter your suite, is a fine large room about twenty feet square, looking out with three windows on the quadrangle.

In this sitting and reception-room are served your breakfast and luncheon by your own servant, and attached to it is the pantry, a capacious closet for the storage of your table-linen and service, and large enough for your attendant to make a little coffee or tea, wash the dishes, or cook a slight breakfast. Out of this large room open two smaller ones, ten by fourteen feet, a bed-chamber, and a study or private retiring room.

Each section, or house of six or eight suites, has its own separate servant, with their own quarters, to whose services each fellow or student has equal rights. This staff consists generally of a man and wife or small family, who can, between them, readily cook the breakfasts, prepare the morning baths, brush the clothes, black boots, and run the errands of the six or eight single gentlemen who form the family. Some of these servants, as is always the case around a college, become quite scholastic in appearance, and demeanor. In Cambridge this male attendant is known as the "gyp;" in Oxford as the "scout."

In early times undoubtedly two or more students were quartered together. "Chum" is a contraction of chambermen. It is likely, in remote times, that six students occupied a common sleeping-room with three or more beds in it; but even then each one of them, as the ancient buildings show, had his separate little cell, generally opening out of the common bed-chamber, to which he retired to read, study, or "muse." From this habit this little cell became known as the student's "museum." Here we have the history of another word now diverted to quite a different special use. The change in personal habit and feeling made by a few hundred years is quite curious. The student of Cambridge to day would willingly read, write, or study in a common chamber with another man, but he would, under no circumstances, share his bed-room with him.

On the walls of these rooms hang some good engravings and a small painting, a mounted fox head and brush, a worn horseshoe, probably from the heels of some triumphant racer, whips, spurs, crossed oars, some hunting pictures. It is proper to add that there are also some books.

Life in one of the colleges of an English university is something very different from that of an American college. Intellectually it is something far higher and stronger. The undergraduate is not the central feature, as with us, but only an incident. The living college is the master and the fellows. The undergraduates are but the younger members of the academic family and on the threshold of the house—the little children who are seen and not heard. Again, not the least part of the liberal endowment of an English college is the tradition of social usage and habit which it carries down, by force of which any student coming to live within its walls and sharing its life receives the training of a gentleman, acquiring the personal habits and manners which fit him for association with the better classes of society. In the average American college the student leaves either a boor or a gentleman, just as he entered. In the English college however the home for hundreds of years of the sons of gentlemen, the habit of life has become fixed and traditional, and any boy going through it comes out with that as a part of his education.

The English student attains a far higher grade of scholarship than ours, but we never hear of his breaking down of shattered nerves and prostrated brain. He takes more time, it is true, but saves his body and his head. The order of the college day is roughly this: Balance in your room at six or seven o'clock; breakfast served in your front chamber at seven or eight o'clock; reading until one o'clock p.m., when there comes a light lunch in your room, generally only bread and cheese and strong college ale.

Lunch-hour ends absolutely the day of study or work. At this point the whole college—master, fellows, and stu-

dents—retakes itself to the open air, and spends the whole afternoon, until six or seven o'clock, out of doors, walking, riding, boating, fishing, or at athletic games. It is here the college boy builds himself up for life. At seven o'clock dinner, and from dinner to bedtime rest. This is the common schedule of an ordinary university day. I have heard that there are "reading men" who burn the midnight oil far into the night, but I write only of what I have seen.

The college dinner is an imposing and perhaps the central feature of the daily life of the university. Here, in the great hall, the whole college meets together in pleasant union, and it is, I believe, now the only general meeting of the day, compulsory prayers being abolished except on extraordinary occasions. The hall itself—a survival of the old baronial times of the days of the "boar's head and rosemary"—is always one of the most striking architectural features of the college building. It is a fine and lofty room, with arched or fretted or handsomely-designed roof, the walls adorned with rich paneling and carvings, statues, heraldic devices, armorial shields, and old inscriptions, and hung with the portraits of founders and benefactors, kings, queens, statesmen, and soldiers. It is generally oaken, with stone or wooden floors.

At one end of the great hall, the farthest from the entrance, on a raised surface, is placed the table of the master and fellows, extending across the room; on the lower level of the floor are tables for the undergraduates, running the length of the room, and placed at right angles with the master's table. All are served at the same time and alike. When the hour for dinner comes, the master and fellows, with their guests if there are any, assemble in the combination-room, another fine chamber, of which anon, and move from there into the dining-room, the master leading. The same order of procession and seating of guests holds as at any gentleman's table. As the procession from the combination room enters the main hall, the undergraduates, who are already seated, rise from their benches and stand as the college passes. When the procession reaches the head of the table, one of the students reads or intones a brief Latin prayer, and all seat themselves. At the close of the meal the same ceremony is repeated, the undergraduates rising and standing at attention as the master and fellows pass out. In Queen's College, Oxford, I believe the summons to dinner is yet blown from a trumpet by a tabarder, but this is exceptional. This college dinner, taken thus every day in the academic ancestral hall, in the presence of the effigies of great men and good women, the founders and ancestors of the house, in the midst of historic associations and venerable traditions, is the dress parade of university life.

The dinner is the ordinary solid English evening meal of four or five courses—a soup, a fish, roast meat and vegetables, a salad and dessert. Ale is served the undergraduates on allowance, I believe. On the master's tables there are generally wines, in some colleges on allowance, at others ordered at cost prices.

Dinner over, the undergraduates are dismissed to their rooms, while the master and fellows retire to "the combination-room," where over their coffee and after-dinner wines the evening is spent in conversation and discourse. The combination-room is a spacious chamber, large enough usually to accommodate forty to sixty men, in solid old-fashioned arm-chairs, with tables, rests, screens and stools. It is also hung with memorial paintings of benefactors, masters, distinguished "fellows" who have passed out into the world and become statesmen, cardinals, generals, writers, martyrs, or won fame in any way. Every old college has its gallery of these its honored children, and they are among its chiefest treasures. The room itself quickly becomes a center of interesting association and academic tradition. Wax candles with their antique religious light are *en regle* in a well-regulated old combination room, gas being too modern and shoddy. A solemnly stately butler, with white hair and portly, judicial air, is also an indispensable property.

Smoking, I believe, is not customary in the combination-room, the fellows, who retire at their convenience during the evening, going to their own chambers singly or in squads for a pipe or cigar. At eleven or twelve the English university man brews a pot of hot tea, drinks it, and on this extraordinary sleeping potion goes to bed. Here ends the college day.

WERE we as eloquent as angels, yet should we please some men, some women and some children much more by listening than by talking.

Swedenborg.

(Perhaps the last man to obtain recognition as a man of the profoundest genius is Emanuel Swedenborg. But the tide is slowly and perceptibly turning.)

"I have often thought," says Coleridge, "of writing a work entitled 'A Vindication of Great Men Unjustly Brandished,' and at such times among the names prominent to my mind's eye has been Emanuel Swedenborg. I remember nothing in Lord Bacon superior, few passages equal, either in depth of thought or in richness, dignity, and felicity of diction or in the weightiness of the truths contained in these articles. I can venture to assert that as a moralist Swedenborg is above all praise; and that as a naturalist, psychologist and theologian, he has strong and varied claims on the gratitude and admiration of the professional and philosophical faculties." Emerson says, "It would take a colony of men to do justice to Swedenborg."

The *North American Review* published in October last a brief statement of his claim to have originated the nebular hypothesis. To no man of his times belongs more strictly the fame of a scientific explorer. He was an eminent engineer: a great and profound mathematician, versed in mineralogy, metallurgy in physics, in what we style natural science; and if the professors of the present day will indulge us in the bold implication that such a thing as chemistry was in existence a century and a half ago he was also a chemist. There is in this city a copy of his "Principia," published in 1734, and on the fly-leaf is the autograph of Buffon. Many things that Buffon announced are to be found in this volume.

The strongest natural bent of Swedenborg's mind seems to have been in the direction of applied mathematics. Soon after his graduation at the University of Upsal at the age of 21 we find him abroad deeply immersed in the mathematical works of Newton and others. The knowledge thus acquired is forthwith applied to the solution of new problems in astronomy and mechanics. Among other things he proposes a new method of finding the longitude of places on land and sea by aid of the moon, a method which he later elucidated fully in a treatise of thirty-eight octavo pages.

In these early years Swedenborg manifests the greatest enthusiasm in his scientific pursuits, and rapidly gives evidence of rare genius and extraordinary powers. In one letter he mentions no less than fourteen mechanical inventions which he had at the time either in hand or fully delineated. Among these we note a flying machine, a universal musical instrument, a diving ship for purposes of war and a new construction of air guns, thousands of which may be discharged in a moment by means of a siphon. On one occasion, after publishing "A proposal for a Decimal System of Money and Measures," he writes that "it is a little discouraging to him to be advised to relinquish his views as among the novelties which the country cannot bear," that "he desires all possible novelties, ay, a novelty for every day in the year," since "in every age there is abundance of persons who follow the beaten track, and remain in the old way, while there are not more than from six to ten in a century who bring forward innovations founded on argument and reason."

No man ever strove with a firmer and higher zeal to arrive at a true knowledge of causes and first principles; no man ever labored with a more tireless patience in the boundless field of practical facts and works. Swedenborg early won the esteem and admiration of the most eminent men of science in his own country.

From the year 1716 we may date the active beginning of Swedenborg's career as an author and as a practical man of science. He was then twenty-eight years of age. Appointed assessor in the royal College of Mines of Sweden, while editing a scientific periodical, he continued for many years to perform the joint work of a business man and a prolific writer. Of these productions the largest and best known are, 1, "Philosophical and Metallurgical Works," consisting of three folio volumes, the first of which constitutes the author's "Principia" or "First Principles of Natural Things"; 2, "The Economy of the Animal Kingdom"; 3, "The Animal Kingdom."

To the ordinary reader they are not free from difficulty. Aside from the nature of the subjects treated of, the difficulty in question is owing partly to the use of some words in a sense different from that which they now bear, and partly to the use of terms peculiar to the author or the designation of conceptions original with himself; the latter source of difficulty was of course, as potent in Swedenborg's own day as at the present time.

The pertinent question now presents itself, How much

of solid value and of truth is contained in these writings?

In Swedenborg's "Miscellaneous Observations" published in 1722, is a section headed "A new construction of air pump worked by mercury." Yet this valuable piece of apparatus, a familiar object in physical laboratories everywhere, is known to professors and students alike as "Morren's mercury pump." Few persons comparatively are aware of the fact that Swedenborg was the original inventor of the air tight stove. Swedenborg's stove differed in certain details, it is true, from the stoves now in common use, but in principle it is the same.

According to Cramer, "Swedenborg has given the best accounts, not only of the methods and newest improvements in metallic works in all places beyond the seas, but also of those in England and the American colonies." Although this work was published 146 years ago the time has not yet arrived, as might naturally be expected, for casting it aside; on the contrary its intrinsic value seems only on the eve of meeting due appreciation and acknowledgment at the hands of specialists in this department. Dr. John Percy, the eminent lecturer on Metallurgy at the Royal School of Mines, London, and author of a large work on Metallurgy, a work which has recently been translated into German, makes frequent quotations from the work of Swedenborg and frankly avows his great indebtedness to Swedenborg in the subject of his specialty.

Among the doctrines of modern science which are either anticipated or more or less definitely inculcated by his "Principia" are, 1, The atomic theory. 2, The solar origin of the earth and her sister planets. 3, The undulatory theory of light. 4, The nebular hypothesis. 5, That heat is a mode of motion. 6, That magnetism and electricity are closely connected. 7, That electricity is a form of ethereal motion.

It is believed that Swedenborg's fame as a man of science will yet be generally recognized, and that his name in this connection will descend to posterity side by side with those of Kepler, Newton and La Place.

Endymion.

This novel by Disraeli has attracted great attention because he was so lately Prime Minister of England. It is a political work and cannot greatly interest Americans. Yet it is fashionable even among boarding school misses, to read it. To give a right view of the novel, as well as its character, we briefly repeat the story in outline: Endymion Farrar is a son of a Privy Councillor, who, in the changes in public life, finds he is a political failure, and, in utter disgust, commits suicide. Two children survive, the twins, Myra and Endymion; the former is made a governess in a rich banker's family, the other has a minor clerkship under the government. The Secretary of State goes to the wealthy banker to woo the daughter, and instead woos Myra, the poor but beautiful governess. They are married, Myra and the Secretary, and the now wealthy and powerful sister is able to effectually further her brother's interests. His tailor, preceives he is an unusual person, and gives him a credit that is to run until Endymion's greatness is assured; from Adriana Neuchatel he receives £20,000 in a plain envelope, and are obliging Premier aids the young man by raising him to a considerable position in the civil service, and at the same time is made the Premier's private secretary. Then follows his entrance into Parliament and into the Cabinet, and at last he stands at the head of the Ministry. The book closes with the thanksgiving of Myra and Endymion; the one widow of Lord Roehampton, and married to King Florestan, and thus Queen of France, the other Premier of England. The following may be accepted as a substantially correct key to the novel:

Endymion. The Earl of Beaconsfield
Myra. The Empress Eugenie
Prince (afterward King) Florestan. Louis Napoleon
Lord Roehampton. Lord Palmerston
Lord Montfort. Lord Melbourne
Sidney Wilton. Lord Sidney Melbourn
Lord Waldegrave. Lord Stratford
Nigel Penruddock. Cardinal Manning
Mr. Jorrocks. Mr. Milner Gibson
St. Barbe. George Augustus Sala (idealized)
Dr. Comely. Bishop Wilberforce ("Soapy Sam")
Job Thorneberry. Richard Cobden
Sir Francis Burdett. Sir Francis Scrope
Adrian Neuchatel. Lionel Rothschild
Adriana Neuchatel. Lady Roseberry
Vigo, the tailor. Poole
Count Ferroll. Prince Bismarck
Agrippina. Queen Hortense

The Competent Teacher.

In order to be successful in teaching, several things are necessary. The teacher must understand what he professes to teach; he must have considerable experience in his profession; he must be endowed with the power of imparting knowledge; he must be a man of moral as well as intellectual culture; he must be both teacher and textbook. The teacher, who possesses all the above qualifications, can enter upon his mission with hopes of success. The well educated teacher will gain the confidence and good will of every student in school. He will teach the pupils to draw their own conclusions and deduce their own rules from the principles taught. The teacher must be above the text book. He must be able to thoroughly demonstrate every principle and elucidate every intricate construction, so that the student can clearly comprehend every idea connected with the subject. When the teacher attempts to teach merely the routine of questions given in the text book, he will utterly fail to accomplish the responsibility of his profession. He will awaken no interest in his school. His scholars will lose confidence in him; and, though he may use every effort to make his school a success, he will fail in every attempt. In order to become successful in any art, a person must be acquainted with that art; so, in order to be a successful teacher, he must have considerable experience in teaching; he must know how to impart instruction so as to produce the desired effects; he must be acquainted with the nature and disposition of children; and, above all, he must not be a *tyrant* in school. The last, but not least, requisite to a good teacher is a good moral character; for upon him hangs the future destiny of the world.—R. HURST.

The Education of Girls.

By NATHAN ALLEN, M. D., Lowell, Mass.

(Read at Meeting of American Institute, held in Boston, July 20, 1853.)
Within a few years the education of girls has been pressed with great energy, especially in New England. In cities and large villages girls are sent annually to school from five years of age to sixteen or seventeen, with the exception of ten or twelve weeks' vacation each year. In small towns and rural districts the amount of schooling is less, perhaps from one half to two-thirds as much as in cities. While great stress is laid upon the kind and number of studies, and the standard is raised, in the meantime, higher every year, scarcely any attention is given to the growth and development of the body. With rare exceptions there is no system of gymnastics or calisthenics provided in schools for girls, and, generally speaking, no regular or systematic exercise that is adapted to promote their highest physical development.

Once it was customary for the girls in our New England families to do a great deal of domestic labor; commencing quite early, they were trained up to it, year after year. Some part of this labor was hard, and its performance made a severe tax upon the muscles. In this way the constitution of girls became strong and vigorous, capable of much endurance. Besides, schools were formerly continued only about half the year, and then, in the intermediate time, girls found abundance of exercise in work. One of the most unfortunate events or sentiments that ever befall any people was the change in feeling and opinion that came over our New England women regarding domestic work as menial and degrading. Had this notion been confined to hired service—for that only which received regular pay—this injury would not have been so great. But this notion or sentiment has gradually been taking possession of the minds of our New England women, especially girls, until domestic labor, wherever performed, is considered degrading—is not fashionable—and any other kind of work or business is preferred.

These views have not been confined to the cities, nor to families "well-to-do in the world," but have pervaded all classes everywhere, so that very few of our New England girls are trained up to thorough domestic work. Now, no exercise or employment can be found which is so well calculated to develop strong, vigorous, and healthy constitutions in girls as household work, commenced early, and trained up to the performance of the more laborious parts of it. At the present day it is only the lighter kinds of domestic work that girls are called upon to do, and not those harder portions that develop and strengthen the muscles, that harden and toughen the constitution. As girls are now sent to school after six or seven years of age, and kept there five or six hours a day, with lessons imposed which they are obliged to learn more or less

home, there is but little chance or time to attend to household duties. Education is considered by parent and teacher as paramount to everything else; the growth and development of the body, strong and vigorous muscles, a sound and healthy physical system, are practically regarded as of but little consequence.

What, now, are some of the results of this neglect of physical exercise and supreme devotion to mental pursuits? Let us inquire what are the teachings of physiology on the subject. A fundamental principle of this science is that growth and strength depend upon exercise; and, of course, those parts or organs which are most exercised will receive most nutrition. Exercise is a primary law of existence. There may be some growth in parts of the body without much exercise, but it cannot be continued long in a vigorous and healthy manner.

From six to sixteen years of age girls are confined closely to school, except about twelve weeks' vacation each year. No systematic provision for physical culture is made at the school, neither is there sufficient exercise taken outside for a proper and healthy development of the body. These ten years constitute also the principal time in life for the growth and development of all parts of the system. The period from twelve to sixteen is especially a critical time in the growth and health of girls. These years in the high school or seminary are crowded with most difficult studies, combined with examinations, reviews, and exhibitions, which make a tremendous strain upon the brain and the nervous system.

In examining the effects of such a course of study, the laws of physiology must be our guide. If we should consider, in all its bearings, the relation of the mind to the body through life, it would seem as though the latter should receive as much attention during these ten years as the former. It is a question whether by such a course the great objects of existence might not, in a larger measure, be secured. It is a fact that many young people who grow up in the country, with very limited schooling, excel in scholarship and attainment those trained in the schools of the city. It is also a fact that, where the half-time system of schools has been conducted a long series of years, the pupils (working half of the time) have made as much progress in learning as those attending school all the time.

Many girls may go through the whole course of education—the high school, the seminary, and the college—may shine as scholars in every department of learning; but what can we say of their constitutions—of their physical stamina? Has not the mind or brain been educated too much, altogether, at the expense of the body?

These evils are of such a character that physicians only can judge fully of their nature and extent. It is a fact that there has been, within twenty or thirty years, a great increase of diseases among New England women, of such type and character as could originate only from an excess of nerve tissue or the want of a well-balanced organization. Headaches, and neuralgia in all its diversified forms, hysteria and neuroses in great variety and intensity, have multiplied. Some of these complaints are accompanied with excruciating pain and long suffering, as they are found difficult to treat and almost impossible to cure. When a person of an intense nervous temperament breaks down in health, it is apt to continue months or years, and sometimes for life. With such an organization, combined with a want of physical stamina, medicines and sanitary agencies do not so readily afford relief; neither can we call to our aid so fully the recuperative powers of nature. There is no class of complaints so complicated in their nature, so obstinate in treatment, and so doubtful of cure, and at the same time are accompanied with so much suffering, as nervous diseases.

Another feature in such an organization is its strong tendency to mental derangement. The reason and the will have no controlling influence; the balance in the mental faculties is destroyed; and the individual, composed, as it were, of a bundle of nerves, is governed by mere caprice, whims, or the delusions of an emotional nature. Our lunatic hospitals contain at the present day many just such persons.

In no part of female education is there so much need of reform as in physical culture. If the standard of scholarship is to be raised higher and higher in all our schools for girls, and no greater attention is to be paid to the laws of health and life, grave consequences may well be apprehended.

If this educational pressure was confined to a few individuals, there would not be the same danger; but when

the great majority of our New England girls are thus crowded, its effects become widely extended and far-reaching into the future. The remark has been made, "Educate a woman and you educate a race." This saying is full of meaning, and capable of different interpretations. Its meaning or application must depend upon the term "educate"—how and in what way it is done. This "educating" should have reference to the future, as well as to the present; to the body, as well as to the mind; for the highest developments of brain and nerve tissue alone will never go far toward educating a race—in fact, it will inevitably run out.

Teaching that Does Not Teach.

Object teaching in a school-room with no objects to illustrate it may well be deemed worse than the production of "Hamlet" in a play house with Hamlet himself left out. This queer anomaly is realized in some of the public schools of Philadelphia in the method of teaching colors. Color blindness is confessedly a bad thing, and it is doubtless occasionally due to defect of early education rather than to the innate incapacity to perceive and distinguish the different rays into which a beam of light is divided by its passage through a glass prism. It is proper enough, therefore, to teach the children colors. Doubt may be reasonably entertained, however, of the aptness and efficiency of imparting this instruction by merely compelling pupils to memorize a long list of names of colors, tints, shades, etc., without presenting the hues themselves to the apprehension of the pupil's eyes.

Yet this absurd plan is actually pursued in not a few of our admirable schools, and the little ones from 6 to 7 years old up are made to wear their eyes out in poring hour after hour, day after day, and week after week, over a tedious catalogue of words which convey no intelligible idea to their callow minds.

The following partial list will serve to give a notion of this senseless jargon which is imposed upon the attendants at these schools. It will strike most persons as even more ridiculous than those wonderful polysyllabic "principles of penmanship" that were shown up in the newspapers some months ago: Primary colors—red, yellow and blue. Secondary colors—orange, green, purple and indigo. Tints of red—pink, rose, and scarlet. Shades of red—magenta, crimson and maroon. Tints of yellow—straw, canary and lemon. Shades of yellow—saffron and citron. Tints of blue—light, sky and Prussian. Shades of blue—mazarine, plum and indigo. Tints of orange—cream, buff and salmon. Shades of orange—oak and dark amber. Tints of green—tea, pea and emerald. Shades of green—olive green and bottle green."

The addled infant, in addition to learning all this by rote, is further made to commit to memory the important information that "pure red is carmine; pure yellow is chrome; pure blue is ultramarine," and so forth and so on to the end of the tedious chapter. To the majority of readers it will occur that the enumeration just given is singularly abstract, colorless, uninteresting and, confusing, and hardly worth reading over once, much less studying laboriously for weeks and months.—*Philadelphia's Record.*

Science and Art.

LIEUT. SCHWALKA'S search party for the remains of Sir John Franklin's expedition endured a cold which at one time fell to 71 degrees below zero. The lowest degree of natural cold ever observed was, according to Humboldt, 76 degrees below zero, experienced by him at Yakutsk, Siberia.

MR. S. H. SCOTT has recently published a memoir on the oldest known insects, those found in the Devonian rocks of New Brunswick, in which he announces some interesting conclusions. The earliest insects were hexapods, (six footed,) and, as far as the record goes, preceded in time both arachnids (spider) and myriapods (many-legged insects.)

ARTIFICIAL amber is made in Vienna in large quantities from colophane, the residue obtained after the decomposition of turpentine, to which other matters are added to give the substance whatever qualities may be desired. The artificial is an exact imitation of the real amber, possessing even its electrical properties; and the manufacturers, to perfect the imitation, have often introduced insects and the similar bodies that are often found in real amber. The artificial amber melts at a lower tempera-

ture than the real, and is much more easily and more powerfully affected by alcohol.

As regards the extent to which the soil is now permanently frozen around the North Pole, Sir Henry Le-Troy states that Erman on theoretical grounds affirms that the ground at Yakutsk, Siberia, is frozen to a depth of 630 feet. At fifty feet below the surface it had a temperature of 28.8 degs. Fahr., and was barely up to the freezing point at 382 feet. It is very different on the American Continent. The entire thickness of the frozen ground at Fort Norman, on the Mackenzie River, 200 miles north of Yakutsk, is only forty-five feet. At York Factory and Hudson's Bay it is said to be about twenty-three feet. The extension of settlements in Manitoba has led to wells being sunk in many parts of the country, by which it has been established that permanently frozen stratum does not extend as far as that region.

The scientific papers are discussing a little instrument styled the fusing disk, in use in large iron and steel establishments in Pittsburg, Penn., whose operation raises a new and difficult question in molecular physics that it will require accurate experiments to solve. The fusing disk is described as an instrument for cutting cold steel by a current of air, and although at first glance resembling the cold saw, has nothing in common with it in its mode of operation. It is, of course, a familiar fact among engineers that a disk of soft iron revolving at high velocity will sever a bar of the hardest steel in a few seconds, provided that the contact and pressure are properly regulated. The fusing disk, although it might be mistaken for the cold saw in external appearance, operates upon an altogether different principle, and one whose efficiency is not readily explained from hitherto ascertained laws respecting the fusion of metals. There is no actual contact between the edge of the disk and the bar to be severed, and the work is done entirely by a local fusion of the latter without material elevation of the temperature of the disk, which consists of a thin circle of soft steel almost 3½ feet in diameter, making 230 revolutions a minute, equivalent to an angular velocity of 2528.98156 feet per minute. The bar to be cut must be round and firmly secured in front of the disk, and revolved at the rate of about 200 revolutions per minute in the same direction. Thus arranged, without actual contact, a bar of steel 1 5/8 inches in diameter may be severed in from 2 to 10 seconds by fusion. The groove fused in the bar as the disk advances is usually about once and a half the actual thickness of the disk, and its bottom is always in advance of the margin about the same distance. If the bar is not in revolution the disk cuts its way through after the manner of a cold saw, and the debris which drops from the incision is a finely divided iron oxide; while, on the other hand, when the bar is in motion the droppings consist of small globules of metallic iron, thus showing that molecular tension is the only agent concerned in the work.

The disk never becomes sensibly heated in the operation, and while the ends of the bar are perceptibly raised in temperature the molten metal that drops from the cut, though sensibly fluid in its texture, can be caught in the palm of the naked hand of the operator without detecting any rise that is in the least inconvenient. It will be obvious, therefore, that there is a question of molecular physics raised by this simple invention which cannot be solved by reference to hitherto ascertained laws of physics. Engineers and physicists in the journals named have exhausted all the received doctrines of occluded heat, molecular tension, etc., in trying to account for this remarkable phenomenon, but it has not apparently occurred to any of the parties to the discussion that the probable cause of the fusion is to be sought in the generation of a powerful electric current by the revolution of the disk and bar in the same direction, and the foundation of a voltaic arc at the point of fusion, producing intense local molecular tension. Who can explain it?

CITY NOTES.

PROF. CARPENTER, at the Masonic Temple, corner Sixth avenue and Twenty-third street, amuses a large audience every evening by Mesmerism. The antics and speeches of his subjects, who are made to think or act anything that he wishes, drive the most solemn person wild with laughter. Subjects will be made to sing, make speeches, dance, laugh, cry and a great many other ridiculous things which mightily please the audience. The time passes so quickly that the two hours from 8 to 10 are gone before you know it. That it is genuine will not for a moment be doubted.

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ALBUM OF SONG. By Robert Franz. New selected edition with German and English words and notes from German critics. Boston: Oliver Ditson & Co. Price \$2.00, 250, and \$3.00 according to binding.

It is very touching that Franz, (next to Schumann and Seubert, the greatest of song writers), is, at the age of sixty-two, living in poverty and troubled with deafness. But these two circumstances have not deterred him from composing some of the sweetest voice-music, which has won for him a warm place in the hearts of American people.

The new selected edition which Ditson & Company have just published is noteworthy for several reasons. It contains over one hundred songs, many of them written during the past two years. At the bottom of the pages noted by German critics are appended. The English and German versions of the words make the volume useful to persons of both nationalities. The portrait and the introductory remarks add further interest to the study of this composer. There are one hundred and six songs, not one of which could be purchased for less than thirty cents in sheet music. The great saving in buying the bound volume is apparent.

LITTLE WOMEN. By Louisa M. Alcott. Boston: Roberts Brothers. Price \$5.00.

Miss Alcott's charming story of girl life has long deserved the handsome binding and illustrations, which until now it has never had. The author's portrait and autograph opens this handsome volume.

WASHINGTON SQUARE. By Henry James, Jr. New York: Harper Brothers.

This is the latest work of the talented young international writer—if he can be called such. The delineation of character is brought down to a fine point, and will please those who have the time to spend on a book, which, after all, one is not the better for, after reading.

END OF A COIL. By the author of the "Wide, Wide World." New York: Robert Carter & Brothers. Price, \$1.75.

The writings of Miss Warner are read with avidity. Since the appearance of the "Wide, Wide World," the volumes which followed as well as the first have had steady sales. The "End of a Coil" will receive the same attention we have no doubt.

MAGAZINES.

Buckle's explanation of the decline of the spirit of religious persecution, was that in modern times faith had undergone an eclipse, and men could not bring themselves to persecute others into believing that whereof they were themselves skeptical.

The inadequateness of this explanation of one of the most striking social phenomena of our time, is forcibly shown in the *North American Review* for January, by Prof. John Fiske. The other articles in this number of the *Review* are: "Controlling Forces in American Politics," by Senator Geo. F. Edmunds; "Atheism in Colleges," by President John Bascom; "The Ruins of Central America," by Desire Charnay; "Partisan Government," by William D. Le Sueur; "Popular Art Education," by Prof. John F. Weir; "The Limitations of Sex," by Nina Moreau; "The Mission of the Democratic Party," by Senator William A. Wallace; and finally a review of Recent Philological Works, by Prof. F. A. March.

The clear type and pages of the January *Western* give six articles, beginning with Jonathan Swift, then Napoleon Bonaparte, noting Tennyson's "Idylls of the King," then "Tree and Serpent Worship," closing with "Relation Between Supervisors and Assistants in Educational Works," by W. M. Bryant.

The *Boston Transcript* says, "If general excellence in all departments entitles a magazine to public favor, *Good Company* ought to be enjoying a high degree of success. The December number of this periodical contains three poems by the Berkshire poets—Mrs. Goodale and her three daughters—under the title of "Under the Christmas Tree."

Vick's Floral Guide. (Rochester, N. Y.) for 1881, is out in handsome style, and graced with a portrait of Mr. Vick, besides the usual colored frontispiece. The name of the Rochester seedsman has reached into all parts of the United States, and we are sure his picture will give pleasure to his readers and customers. The *Guide*, of course, is all that care, neat printing and good designing can make it.

The *Christian Union* has added two young journalists to its editorial staff, which now reads, Henry Ward Beecher, Lyman Abbott, Eliot McCormick, Hamilton W. Mabie. The list of good things from good writers for 1881 is a long and attractive one.

The *Christian Intelligencer* announces that Mrs. Margaret E. Sangster will have charge of its household department and contribute generally to its columns. This will be her only editorial connection with any paper. We shall expect a very pleasant department for the home under Mrs. Sangster's guardianship.

Goldwin Smith, Edward Everett Hale, Wm. M. Rosetti, John Fiske, and Joseph Dugdale will contribute essays to the *Atlantic* during the year.

Harper's is printed in England simultaneous with its appearance here. Its first edition was for 15,000 copies. No doubt it will call forth equal praises from both sides of the water.

The *Church Union* has taken to itself a new head of type. It is a great improvement.

Harper's Young People, Christmas number, is beautiful in every way. There is an illuminated cover on which Santa Claus appears, a Christmas play by Edgar Fawcett, illustrated, a large picture by Nast, "Nursery Tales," and an illustrated story by Louisa M. Alcott. The price of this collection of pretty things should be whispered—four cents!

Golden Hours dies a natural death—lack of subscribers. But the last, December, number was the best it had ever published.

The frontispiece of the January number of *Our Little Ones* is the work of F. Diehlman, whose work is always creditable. The Bulletin page is as well written and entertaining to publishers as the beautiful illustrated leaves are to the children.

The *Boston Book Bulletin* for December contains portraits of Lowell and Holmes and a number of pictures from recent publications.

The January *Nursery* wears the promised new cover. The contents are of the kind which keep this magazine in such high repute.

Henry O. Houghton of the famous Boston firm of book publishers, is the subject of a sketch in the December *Paper World*. The

late Geo. Merriam is also given some space in "A Life worth Living."

We have received the first three numbers of *The Student*, a monthly journal devoted to the interests of education and the society of Friends.

The *School Moderator* of Grand Rapids, Mich., has reached its sixth number. We hope it will continue to be as wide-awake and interesting when it finishes its next half dozen issues.

A handsome addition to educational literature is the *Arkansas School Journal* published by the Kellogg Printing Co. of Little Rock. We are glad to see that our own *SCHOOL JOURNAL* is so appreciated by strangers of our name and that our writings appear in the initial number of the new periodical.

The *San Francisco School Record* (weekly) has become a monthly. The change is an agreeable one.

NEW MUSIC.

The *Musical Record* opens the New Year with renewed zest, judging from the contents of issue for January 1st. Will Carleton has a long poem on the "Singing School;" there is an account of the composer of "The Shepherd Boy"; hints upon the singing voice; a song by Roeckel and a quickstep by C. F. Warren, besides the columns of "major and minor" notes.

The January *Musical Visitor* gives a song and chorus by H. P. Danks; a march by Kolmemann; "The Old Oaken Bucket," by Kilmall, the *Marseillaise* hymn with accompaniment, and an easy waltz. A fair list of new music.

Robert Goldbeck gives a lesson on his "Ashes of Roses" in the Dec. *Kunkel's Musical Review*; there also hints upon singing Alfred G. Robyn's "The Rose," with German and English words, and simple piano pieces.

TOWER OF BABEL. By Anton Rubinstein. Cincinnati: S. Brainard's Sons.

The above firm publish this work for the New York Musical Festival Society, which is to perform it in May. It is a grand production, filled with difficult yet beautiful choruses, and when given with 1200 voices, will be indeed wonderful. The full score as published by S. Brainard's Sons we commend to all interested in the great Russian composer's noble work.

PAMPHLETS.

Tenth Annual Report of the School Board of the City of Richmond, Va.—Progress: Its Law and Cause. By Herbert Spencer. New York: J. Fitzgerald & Co. Price fifteen cents.—Home Almanac, for 1881. New York: Home Insurance Co.—Manual of the Board of Education of the city of Elmira, N. Y.—March's A. B. C. Book. By F. A. March. Boston: Ginn & Heath.—Duties of School Boards. By James M. Slade Quincey, Mass.—Moral Suggestion with Moral Action. By G. T. Stewart. New York: J. N. Stearns; price five cents.—First Annual Catalogue of Alpine (Nettle Carrier, Tenn.) Academy.—First annual report of the State Superintendent of Public Instruction to the Governor of Nebraska, 1880.—Books and Reading for the Young; specimen copies sent by addressing J. H. Smart, Indianapolis, Ind.

GENERAL NOTES.

Mr. James Monteith may be called the most industrious of American geographers. His time is wholly given to active investigation in geographical science, and in keeping his series of school geographies and wall maps up with political changes, the results of exploration and growth of national life. He is on the alert for improvements in the study of geography, and has just finished

one which will be a great novelty and very attractive to the children. It relates to the habitation and comparative sizes of animals, birds and reptiles, and is called *Zoo-Geography*.

Richard Grant White's two books "Every-day English," and "Words and Their Uses," which were noticed some time since in these columns, are having a good sale in England. The first-named has had a second edition called for.

DR. WM. L. Breckinridge once said to his mother: "Ma, I think you'd us with too rigid a rod in our boyhood. It would have been better if you had used gentler methods." She took a pinch of snuff, of which she was as fond as her son Robert was of her, and said, "Well, William, when you have raised up three as good preachers as I have, then you can talk."

Father is Getting Well.

My daughters say, "How much better father is since he used Hep Bitters." He is getting well after his long suffering from a disease declared incurable, and we are so glad that he used your Bitters.—A lady of Rochester, N. Y.—*Utica Herald*.

Some of the school officials of St. Louis are endeavoring to make the study of penmanship more thorough in their schools. To do this they propose to make the pupils write out what they can remember of their reading lessons after reading them,—the teacher to supervise writing as closely as the reading.

Seasonable Information.

Of the many remedies advertised in our columns for the cure of coughs, colds, or kindred complaints, we desire to call the attention of our readers particularly to Madame Porter's Cough Balsam. This is a remedy which has been long known and is very generally and extensively used, particularly in New York and in the New England States, where it is kept on hand as household remedy, and where its virtues are highly and justly prized. It is particularly adapted to children, being very palatable and free from nauseous taste, and therefore readily taken by them, and is at the same time one of the most efficacious remedies in use. It has maintained its high standard of excellence for over forty years, despite the many remedies which in the meantime have been extensively advertised in the public prints. It is not claimed for it that it is a cure for consumption, although even in the worst cases of that disease we hear that it affords relief, when relief is all that can be expected.

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